



## GENERAL SERVICES ADMINISTRATION

### Federal Supply Service

#### Authorized Federal Supply Schedule Price List

On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order are available through GSA Advantage!, a menu-driven database system. The INTERNET address GSA Advantage! is: [GSAAAdvantage.gov](http://GSAAAdvantage.gov).

#### Mission Oriented Business Integrated Services (MOBIS)

NAICS: 611430 Professional and Management Development Training

FSC/PSC Code: U006

FSC Class(es)/Product code(s) and/or Service Codes: U006

**Contract number: GS-02F-0012X**

For more information on ordering from Federal Supply Schedules click on the FSS Schedules button at [fss.gsa.gov](http://fss.gsa.gov).

**Contract Period: October 22, 2010 to Oct 21, 2015**

**Contractor Name:** AMERICAN UNIVERSITY, Key Executive Leadership Certificate Program  
**Address:** 4400 Massachusetts Ave NW, Washington, DC 20016-8200  
**Fax Number:** (202) 885-1176  
**Website Address:** <http://www.american.edu>  
<http://www.american.edu/key>

**Contact for contract administration:** Robert Tobias

**E-mail:** [rtobias@american.edu](mailto:rtobias@american.edu)

**Business size:** Other than Small

**Effective Date:** September 1, 2014



## Customer Information

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**1b. AWARD SPECIAL ITEM NUMBER(S):** 874-4 Instructor-Led Training

**1b. LOWEST PRICED MODEL AND LOWEST UNIT PRICES:** Identification of the lowest priced model number and lowest unit price for that model for each special item number awarded in the contract. See Pricelist (above)

**1c. LABOR CATEGORY DESCRIPTION:** Not applicable

**2. MAXIMUM ORDER:** \$1,000,000.00

**3. MINIMUM ORDER:** \$100.00

**4. GEOGRAPHIC COVERAGE:** Worldwide

**5. POINT(S) OF PRODUCTION:** Washington, DC

**6. DISCOUNT FROM LIST PRICES:** Prices include all discounts.

**7. QUANTITY DISCOUNTS:** See specific offering for quantity pricing.

**8. PROMPT PAYMENT TERMS:** NET 30

**9a. ACCEPTANCE OF GOVERNMENT PURCHASE CARDS BELOW THE MICRO-PURCHASE THRESHOLD:**  
Government purchase cards are accepted at or below the micro-purchase threshold.

**9b. ACCEPTANCE OF GOVERNMENT PURCHASE CARDS ABOVE THE MICRO-PURCHASE THRESHOLD:**  
Government purchase cards are accepted above the micro-purchase threshold.

**10. FOREIGN ITEMS:** None

**11a. TIME OF DELIVERY:** 30 days

**11b. EXPEDITED DELIVERY:** As Negotiated

**11c. OVERNIGHT AND 2-DAY DELIVERY:** As Negotiated

**11d. URGENT REQUIREMENTS:** As Negotiated

**12. F.O.B. POINT(S):** Destination

**13a. ORDERING ADDRESS:**

American University  
Key Executive Leadership Certificate Program  
4400 Massachusetts Avenue NW  
Washington, DC 20016-8200



**13b. ORDERING PROCEDURES:** For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA's) are found in Federal Acquisition Regulation (FAR) 8.405-3.

**14. PAYMENT ADDRESS:**

American University  
Key Executive Leadership Certificate Program  
4400 Massachusetts Avenue NW  
Washington, DC 20016-8200

**15. WARRANTY PROVISION:** Standard Commercial Warranty

**16. EXPORT PACKAGING CHARGES:** Not Applicable

**17. TERMS AND CONDITIONS OF GOVERNMENT PURCHASE CARD ACCEPTANCE:** None

**18. TERMS AND CONDITIONS OF RENTAL MAINTENANCE AND REPAIR:** Not Applicable

**19. TERMS AND CONDITIONS OF INSTALLATION:** Terms and conditions of installation (if applicable).

**20. TERMS AND CONDITIONS OF REPAIR PARTS:** Not Applicable

**20a. TERMS AND CONDITIONS FOR ANY OTHER SERVICES:** Not Applicable

**21. LIST OF SERVICE AND DISTRIBUTION POINTS (IF APPLICABLE).**

**22. LIST OF PARTICIPATING DEALERS:** Not Applicable

**23. PREVENTATIVE MAINTENANCE:** Not Applicable

**24a. SPECIAL ATTRIBUTES SUCH AS ENVIRONMENTAL ATTRIBUTES:** Not Applicable

**24b. SECTION 508 COMPLIANCE:** Not Applicable

**25. DATA UNIVERSAL NUMBER SYSTEM (DUNS) NUMBER:** 07-779-5060

**26. CENTRAL CONTRACTOR REGISTRATION:** The contractor is registered in Central Contractor Registration (CCR) database.



## Guiding Principles

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### Vision

Key is the global public sector leadership program of choice because it challenges good managers to become extraordinary leaders who build an environment for organizational success.

### Mission

Faculty, staff, and students create a participative and rigorous learning environment where Key students choose to:

- Acquire contemporary public management knowledge, values and skills;
- Develop the personal leadership capacity needed to implement what they learn;
- Transform themselves from good managers to extraordinary leaders; and
- Become lifelong learners.

### Values

The following are the extraordinary leader core values associated with leading change, leading people, achieving results, developing business acumen, and building coalitions:

- Exhibit a passion for improving public service;
- Lead authentically;
- Learn and work collaboratively;
- Become a force for personal and organizational change;
- Act with integrity;
- Model the behavior sought; and
- Empower others to action.

### Goals

- Faculty, staff, and students create an environment where students work and learn collaboratively and choose to replicate that environment in their workplace.
- Offer evolving curricula that reflects the changing environment, technological advancements, and changing stakeholder, customer, and student needs and ensures students acquire knowledge of substantive public administration principles and practices.
- Students choose to increase their leadership capacity and change their behavior to become better leaders.
- Students apply substantive public administration principles and practices, increased leadership capacity, and changed behavior to effectively and efficiently implement public policy and practices needed to create and sustain vital public service organizations.
- Provide top-notch administrative support services to students allowing them to focus solely on learning.



## Program Methodology

**Cohort:** The Key Executive Leadership Programs uses the cohort model, in which students matriculate, advance, and graduate together. The trusting environment created during Orientation enables knowledge transfer, honed teaching skills, honest feedback, the confidence to recreate the same environment with those led, and a career-long support group.

**Professors:** To lead and engage students, the Key Executive Leadership Programs uses professors who are practitioner/scholars in their respective field and have the skills to work with adult learners. As a result, they are able to stimulate relevant discussions that challenge students to think about the concepts they read and learn in the classroom as well as challenge them to apply what they learn in their workplace.

**Reading:** To supplement the discussions in the classroom, students are provided and expected to read books, journals, and articles that are used to expand a range of choices for action.

**Executive Coaching:** To foster participants' continual learning and self-development, the Key Executive Leadership Programs utilizes executive coaching; a developmental relationship that focuses on positive performance possibilities and the development of emotional and social intelligence. For validation, Key uses a 360° feedback survey developed by the Hay Group, which transforms research into actionable insights.



Challenging *good* managers to become *extraordinary* leaders since 1975.



## Executive Coaching

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### COACHING PHILOSOPHY

To foster participants' continual learning and self-development, Key Executive Leadership Programs provide executive coaching. Executive coaching is a developmental relationship that focuses on positive performance possibilities and the development of emotional and social intelligence—the capacity for recognizing one's own feelings and those of others, for motivating oneself, and for managing emotions effectively in oneself and in others. Emotional and social intelligence describes the behaviors that sustain people in challenging roles, or as their careers become more demanding, and it captures the qualities that help people deal effectively with change.

While the competencies of emotional and social intelligence can be developed, they cannot be developed in a classroom via lectures, seminars, or books. These methods of learning target the rational part of the brain. Emotional and social intelligence is born largely in the brain's limbic system that governs feelings, impulses and drives<sup>1</sup>. For this reason, the development of emotional and social intelligence competencies requires an individualized approach. Coaching provides such an individualized approach. It is a unique, one-on-one learning opportunity that is both practical and goal-focused. The relationship between the coach and the "coachee" must be one in which there is mutual respect, trust, and freedom of expression. Done well, the coaching dialogue includes developing people's potential to achieve important and meaningful performance objectives resulting in:

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<sup>1</sup> Goleman, D. (January, 2004). Best of HBR: What Makes a Leader? *Harvard Business Review*.



- Long-Term Performance – Team members attain their high performance objectives.
- Self-Correction – Team members are able to observe when they are performing well and when they are not and make any necessary adjustments independent of their coach.
- Self-Generation – Team members know they can always improve and they will continually find ways to do so on their own, i.e., the team member coached is always on the “learner path.”

Key coaches help their coachees develop performance objectives and help them understand how they are “wired” including how they impact others and how they make decisions. Armed with this knowledge, coachees gain clarity about their values and desired outcomes and how to use those insights to grow their emotional and social intelligence capacity to better navigate the challenges they face.

Through the coaching dialogue, Key’s core values and the ECQs are honed. Participants further develop the knowledge, skills, and abilities to make informed decisions and devise new and innovative solutions to the complex challenges they continuously encounter in today’s globalized world.

## COACHING PROCESS

Key’s executive coaching begins with the completion of a 360° assessment, in which coaches have a dialogue with participants on the assessment feedback. This feedback is used as a basis for establishing a developmental action plan in which coachees determine areas of focus for personal development relevant to their aspirations and preferences, the demands of their professional role, and to the development of the behaviors associated with Key’s core values and the ECQs. The coaching provided is designed as a cycle of action, self-reflection, support and challenge. Follow-up coaching sessions continue the developmental process to create the desired transformational learning.

We believe that the 360 assessment feedback, combined with executive coaching, enables Key participants to determine what outstanding performance means for them within their role, decide which competencies they want to work on, and enable them to embody and model Key’s core values and the behaviors associated with the ECQs.

The Key Executive Leadership Certificate Program *includes* two 360° assessments and ten hours of executive coaching for each participant.





## The Key Executive Leadership Certificate Program

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Developed in 2002, the Key Executive Leadership Certificate Program is designed for enthusiastic and seasoned managers who have an interest in strengthening management skills, heightening leadership skills, and furthering their public service career. Through the creation of a trusting cohort environment, executive coaching sessions, 360° evaluations, and learning from scholars/practitioners rooted in public administration, students are challenged to increase their leadership capacity.

### LENGTH OF COURSE

The Key Executive Leadership Certificate Program consists of an orientation and 8 four day courses. Open enrollment courses are scheduled every other Friday/Saturday from 9:00 a.m. to 4:00 p.m. for approximately 8 months.

Customers may purchase a cohort (18-20 seats), and obtain flexibility in scheduling. For example, scheduling classes from 1:00 p.m. on Monday to noon on Friday with six weeks between each of the classes to enable students to attend from outside of Washington, DC.

### MINIMUM/MAXIMUM NUMBER OF PARTICIPANTS

The maximum number of cohort participants is 20, and in the open enrollment program, the minimum number of students is at the discretion of the Director. For customers purchasing a cohort, the maximum number of students is 20, and the minimum number is 18.



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## Course Descriptions

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Linked to the U.S. Office of Personnel Management (OPM) Executive Core Qualifications (ECQs), each course is highly relevant to the complex roles and tasks of public sector team leaders, managers, and executives.

The following course descriptions contain objectives and information on courses offered for the Key Executive Leadership Certificate program. Course descriptions are reviewed frequently and updated as necessary.

Each course within the program is facilitated by one Key faculty member.

### Orientation

During the orientation session participants create the trust necessary to develop a cohort/team committed to individual and team learning. Through the creation of norms, expectations, and social capital, participants create the relationships necessary to learn from the professors in the program, and most importantly, from each other.

### Diagnosis and Development of the Leadership Self

**(ECQ: Leading Change, Leading People, Results Driven, Business Acumen, Building Coalitions)**

*Students will explore who they are as leader and who they wish to become by building the emotional intelligence fabric that makes for successful leadership.*

Participants build a safe, supportive, and collaborative learning community and are challenged to replicate it with those they lead. In addition, participants develop and learn how to leverage their emotional and social intelligence to enhance their abilities in managing conflict for positive results, coaching and mentoring those they lead, influencing others, inspiring others, building consensus, and fostering teamwork in pursuit of agency goals. Participants are also challenged to understand various phases of adult development and learning and identify practical strategies for leading followers at each phase. Finally, this course leads participants through a hands-on application, on a real-time agency problem, using the Action Learning tool to promote the use of reflective questioning and discourse in addressing organizational challenges.

### Transforming from Manager to Leader

**(ECQ: Leading Change, Leading People, Results Driven, Building Coalitions)**

*Students will explore the question "Why Lead" and examine the unique role of leadership versus management in the public sector.*

In this course, participant's perceptions of management versus leadership are challenged through a series of exercises and class discussions. This course also addresses the unique balance of leader/member exchange, personality, and leadership burnout. Leadership competencies in the public context are presented and discussed, along with significant exposure to the impact of politics, power, and culture on today's public sector leader. Finally, the role of conflict in leadership is explored and applied using real time workplace challenges. Particular emphasis will be placed on: developing an understanding of leadership roles and competencies; assessing your



personal style of leadership and how it might be strengthened; examining intrapersonal and interpersonal aspects of leadership; understanding and applying theories of power and influence in organizations; and strengthening your sensitivity to constructively manage conflict in a challenging public sector environment.

### **Leader as a Team Builder and Facilitator**

**(ECQ: Leading Change, Leading People, Results Driven, Business Acumen, Building Coalitions)**

*Students will learn how to deploy themselves as leader facilitators who act as "instruments of change" by creating high performing teams and team synergy.*

Participants are introduced to the concept of building a team charter where they master the art of facilitating their cohort group through the essential building blocks of developing a charge, defining their purpose, clarifying their roles, utilizing norms/procedures, and leveraging relationships. Participants engage in a process of real time team building in an experiential approach where they learn about group dynamics including the tension between task and process, stages of group development, political dynamics, and overt and covert processes.

The major methodology used in the module is to learn how to become team builders and facilitators by working in smaller teams where participants take turns at facilitating the cohort. Participants receive feedback from both the cohort and the instructor after each step of the team charter is facilitated. The final outcome of the class is the construction of a team charter, which is used as a guiding and flexible team plan for cohort interaction throughout the life of the cohort. Participants will take away greater self-confidence that they can readily apply what they have learned back in their home team settings.

### **Leading in the Context of Constitutional Government**

**(ECQ: Leading Change, Leading People, Results Driven, Building Coalitions)**

*Students will learn to navigate unique challenges to leading in the public sector including a constitution that provides individual employee protections, 535 members of Congress who serve as a Board of Directors for Executive Branch actions, and a governance system that encourages intense public scrutiny.*

Public sector leadership in the U.S. takes place within a democratic-constitutional framework defined by constitutional and administrative law. Legal requirements may be consonant or at odds with achieving mission-based results, cost-effectiveness, motivating employees, and serving customers. However, they are binding on all public managers and employees. This course shows how and why constitutional-legal requirements, and the values underlying them, must be integrated into general administrative processes, practices, and systems. It explains the structure of individual constitutional rights, such as equal protection and procedural due process, as well as the rationale for administrative law's commitment to public participation, representation, open government, and fair treatment of individuals. Finally, this module demystifies constitutional and administrative law, improves non-lawyers' communication and understanding of lawyers, and illustrates how to think about law in the context of leadership.



### **Leading Organizational Change to Achieve Results**

**(ECQ: Leading Change, Leading People, Results Driven, Business Acumen, Building Coalitions)**

*Students will learn the importance of managing change effectively to successfully implement public policy.*

This course expands awareness, strengthens skills, and integrates into participants' experience useful concepts and practical tools so that students are more able to initiate and lead a successful change effort for results. In addition, participants will: assess change readiness and set the stage for a successful change effort, taking into account the human dimensions of transition; increase understanding of self and others' behavior styles as they relate to change; understand the stages of the change cycle; anticipate and move beyond resistance; examine the role of systems-thinking, mind-body relationship, and state of mind when leading change efforts; and strengthen skills in conducting productive conversation, making agreements, and ensuring accountability.

### **Leading Through Strategic Communication**

**(ECQ: Leading Change, Results Driven, Building Coalitions)**

*Students will dissect the role of strategic communication along with the role of marketing and branding in a public sector context.*

This course discusses how to bring the strategic planning and marketing principles that have long been successful in the private sector to public policy work. Topics explored include: how to create a strategic plan to determine your communications objectives; how to develop an audience-based communications strategy; and how to test concepts and materials. The module also looks at how to create a marketing communication strategy that goes beyond informing and begins transforming audiences. Finally, as a government entity or an organization with a social mission, participants need to become depositories of public trust in order to be effective in their work. To achieve this, participants talk about how good branding can allow clear speaking in the midst of competing efforts and a cluttered marketplace.

### **Leadership Skills for Program Monitoring and Evaluation**

**(ECQ: Leading Change, Results Driven, Business Acumen)**

*Students will discover and develop the critical and analytical thinking skills that make leaders better consumers of performance and evaluation information.*

The course will provide exposure to the history and methods of program evaluation and the relationship of program evaluation to performance measurement in the context of the Government Performance and Results Act of 1993 and the Government Performance and Results Act Modernization Act of 2010. The use of program evaluation to inform leadership and decision-making challenges in several different federal organizations will be highlighted, with opportunities for participants to offer their insights (or hindsight) based on their own experiences.



## Leading Effective Public Policy Implementation

**(ECQ: Leading Change, Leading People, Results Driven, Business Acumen, Building Coalitions)**

*Students will learn that leadership starts with the leader and not the led, and it is through the relationships the leader creates with the led that enables goal achievement for the leader.*

This course focuses on reviewing different leadership styles, creating a personal leadership philosophy based on the identification of values and vision, identifying the factors that motivate employees; all with the goal of successfully leading public policy implementation. Participants use individual reflection exercises to build insights into how to apply what they are learning to the issues they are facing in the workplace. Students are encouraged to build networks of colleagues, faculty, coaches, and mentors to support them now and in the future. Participants use individual reflection exercises to build insights and helpful perspectives on issues they are presently facing. Participants are encouraged to build networks and support systems among themselves, faculty, and coaches.

## Graduation

All program attendees will receive certificates of completion during the scheduled graduation, which serves as the final certificate program activity.

## Equipment and Course Material

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All the necessary technology and electronics as well as course material are provided by the Key Executive Leadership Programs. All course material, including books, binders, supplemental material is included in the tuition for the program.



## Distinguishing Factors

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**Immediate application:** The Program is not theoretical; rather, students are challenged to immediately apply what they learn in their workplace and report the results for discussion in the classroom.

**Time to learn, and time to choose to initiate changed behavior:** Because the Program consists of 32 class days and goes over several months, students have an opportunity to learn new ideas in the classroom, seek to apply them, come back to class and discuss the results, and continue the experimental cycle.

**Alignment with ECQs:** Each of the eight courses is linked to an Office of Personnel Management Executive Core Qualification (ECQ) required for Senior Executive Service (SES) consideration.

**Academic credit:** Students who choose to write an 8-10 page paper at the conclusion of each course are eligible to receive a combination of tuition reduction AND a credit transfer towards the Key Executive Master of Public Administration at American University.

**Results:** Students/graduates of the program, supervisors of the students/graduates of the program, and a comparison between the first and second 360° evaluations reveal significant improvement in behavior change.







## Alignment with the Executive Core Qualifications (ECQs)

	Diagnosis and Development of the Leadership Self	Transforming from Manager to Leader	Leader as a Team Builder and Facilitator	Leadership Skills for Program Monitoring and Evaluation	Leading through Strategic Communication	Leading Organizational Change to Achieve Results	Leading in the Context of Constitutional Government	Leading Effective Public Policy Implementation
<b>ECQ 1. Leading Change</b>								
Creativity & Innovation	X		X		X	X		X
External Awareness	X	X		X	X	X	X	X
Flexibility	X	X	X			X		X
Resilience	X	X	X			X		X
Strategic Thinking	X	X	X	X	X	X		X
Vision	X	X			X	X		X
<b>ECQ 2. Leading People</b>								
Conflict Management	X	X	X			X	X	X
Leveraging Diversity	X	X	X			X	X	X
Developing Others	X	X	X			X		X
Team Building	X	X	X			X		X
<b>ECQ 3. Results Driven</b>								
Accountability	X	X	X	X		X	X	X
Customer Service	X	X	X			X		
Decisiveness	X	X				X		X
Entrepreneurship	X	X	X		X			X
Problem Solving	X	X		X		X	X	X
Technical Credibility				X			X	
<b>ECQ 4. Business Acumen</b>								
Financial Management				X				
Human Capital Management	X		X			X		X
Technology Management				X				
<b>ECQ 5. Building Coalitions</b>								
Partnering	X	X	X		X	X		X
Political Savvy	X	X	X		X	X	X	X
Influencing/Negotiating	X	X	X			X		X





## GSA Pricelist

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American University, which includes the Key Executive Leadership Programs, is certified as a GSA Management, Organizational and Business Improvement Services (MOBIS) contractor under contract number: GS-02F-0012X.

Table of awarded special item number(s) with appropriate cross-reference to item descriptions and awarded price(s).

### Key Executive Leadership Certificate Program

Effective September 1, 2014 pricing for this program will be as follows:

Number of Applicants	GSA Price
1-2	\$19,040.52
3-4	\$17,453.80
5+	\$16,660.45